Implementation of Curriculum Development Management in the Improving Of the Qualityof Educationin Senior High School Muhammadiyah 02 Cottage Modern Paciran

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ABSTRACT

This study is about the implementation of curriculum development management in the improving of the quality of education in senior high school muhammadiyah 02 cottage modern paciran.to obtain the results of this study research hers used methods of the data collection and analysis of data based on the concept of qualitative research with the phenomenonologoi approach. Retrieval of research data is obtained by observation, interview and documentation techniques. The results of the study reveal the following findings: 1).management implementation develops the curriculum in terms of: a). Management planning for curriculum development in improving the quality of education in senior muhammadiyah 02 cottage modern paciran high school is prepared by involving the curriculum development management team. B).organizing the management of the curriculum in improving the quality of education in senior muhammadiyah high school 02 cottage modern paciran by chief assigning the deputy of the mam 02 modern paciran the head of the curriculum in the madrasah and the deputy head of the madrasah in the mgmp field to do scheduling and division of tasks. c).the implementation of the curriculum development management in improving the quality of education in senior muhammadiyah high school 02 cottage modern paciran is carried out by conducting supervision activities on the implementation of the curriculum by the in senior muhammadiyah high school 02 cottage modern paciran head.in addition, the head of the madrasah authorizes the deputy head of the madrasah to hold meetings every semester and midterm.d) evaluation of curriculum management in improving the quality of education in the senior muhammadiyah 02 cottage modernpaciran high school is carried out by principals and school supervisors.2) obstacles in the implementation of curriculum development management in improving the quality of education are still lacking infrastructure facilities and supervision by the principal is still not maximal 3)thesolution is a).cooperation with institutions, both government and self-government for fundraising for the development of infrastructure.b).improved supervision by the principaltheresults of the study indicate that the management of curriculum development in improving the quality of education has been going well. However, there are still obstacles, namely the infrastructure as a supporting management of the curriculum development in improving the quality of education is still considered lacking and the supervision of the principal is still not optimal

Keywords: management, management of curriculum development, quality.

I. PRELIMINARY

Globalization is part of the development of the times, and one of the signs of globalization is the development of information technology tools that are growing rapidly, humans who are the main actors in the development of the era of globalization are required to always improve their ability to face globalized competition, one way capacity building is by improving the quality of education.

According to Hasle, quoted by Zainal Aqib education is the formation of the attitude and mentality of a child who is full of responsibility by not burdening the child's soul.[1] In Marimba's view of education as cited by Ahmad, the interpretation of education is a conscious effort carried out by an educator towards students to create the character of a learner.[2] According to Wisdom Education is the effort of guiding and developing someone in order to lead a better and quality direction.[3] Education according to researchers is an effort to mentor both attitudinal and mental towards a child's self to lead to his true identity that will be able to face all the demands of his future needs independently.

Education in Indonesia according to Made Pidarta must follow the changing times by not eliminating the noble values derived from the Pancasila and the law 45. E. Mulyasa also added that if the Indonesian people were considered still failing in carrying out nationality and nationality, this could be found with many

the problem of corruption that has not been all resolved, the lack of conducive state security, and the loss of a sense of diversity by the nation's children, from this point, Indonesia is a country that failed at number sixty-four.[4]

To overcome these problems the government has made breakthroughs in conventional and innovative ways by involving education experts. One of the efforts made is to make improvements related to education issues, one of the problems of education is to always make improvements in the curriculum.

The curriculum according to Soecipto is a unit of education that determines the implementation of learning.[5] While the curriculum in the view of Edward Salis is one of 8 sources of strength that exist in the quality of education as stated by Edward Sallis that there are eight strengths including:[6]

a. High moral values.
b. The results of the examination are very good
c. Support from parents and the community.
d. Abundant resources
e. Application of the latest technology
f. Strong and directed leadership.
g. Concern and focus on students.
h. A balanced and challenging curriculum.

From w h a t w a s stated by Edward Sallis above, the curriculum is one of several sources of strength that leads to the quality of education. Fadlillah added that if the teaching and learning process is difficult to materialize if without effective and efficient curriculum management, then the curriculum also needs to be developed in education.[7] Oemar Hamalik said that if the curriculum could develop if it was developed through a good planning process and organizing between other educational components.[8] Todo planning and organization in curriculum development is to manage the curriculum. According to Oemar, the management of curriculum development is an effort to develop curricula in realizing educational goals.[9]

Research Siti Subarkah (2015) title research management curriculum development in junior alam al- aqwiyah cilongkok in this study there are similarities in the study of the problem of research on development management kurilum but in research SitiSubarkah more focused on the management of curriculum development PAI and at the level of middle school.

Research conducted by Muh Suranto (2016) entitled PAI curriculum management at Muhammadiyah Bayat Klaten Elementary School, this research can be said to be almost the same as the subordinate research, which is more focused on PAI subject curriculum management research and the focus of research in elementary school.

Research conducted by AinunNaim(2016) entitled Implementation of curriculum management in developing student competence in the field of technology and PAI informatics at SMAN 1 Blega Bangkalan Madura.This research is more focused on the management of curriculum development in the field of ICT and research focus at the level of vocational school. Because there is no research on the management of curriculum development in the Madrasah Aliyah area, researchers are interested in doing this research and the focus of research researchers is on the management of curriculum development more on the management process it is not in the eyes of the competition that makes this research different from the studies that have been carried out.

II. RESEARCH METHODS

This study uses a type of field research with qualitative descriptive research methods with phenomonology approach. According to Trianto, defining qualitative research is research that makes the environmenta source of data[10].Qualitative researchaims to obtain data in depth by analyzing and describing the data that has been obtained and the conclusion can be drawn from the government.[11]

a. Research place settings Choosing a place in qualitative research is very necessary.The research place setting is matched with the problem thatwill beanswered through research.While the setting of the research place is MAM 02 Modern Paciran which is located at RT / 04 RW 015 Paciran Lamongan.

b. Informants and Research Subjects The informants in this study were Mr. head master, father cuririculum Teachers, and General Administration MAM 02 Modern Paciran, because they all had a background about the research under study as defined by Sugiona about informants namely the use of people people who are involved in the research background that is extracted by information as a data source.[12] Whereas in the subject of this research is a problem about management of curriculum development. Management of curriculum development is one of the factors that influence the process of an education whether or not education can be influenced how the curriculum development management is carried out, so the need for research on curriculum development management.

c. Data Collection Method. This study requires 1 month to collect data. And the data used by researchers to collect data through several methods, namely:

1). Observation method According to Sugiono observation is a method of data retrieval by observing and systematically recording events occurring at the research site.[13]This method researchers use to obtain information about the state of the object of research, the state of facilities and infrastructure, and other supporting facilities in the implementation of curriculum development management in improving the quality of education at MAM 02 Modern Paciran.

2). Interview MethodIntervie Interview Method (interview) is amethod tocollect data by way ofresearchers coming face to face directly with the respondent or the object under study.[14]Sudaryono et al. said interview as retrieval of data information from the source.[15]This method is used to obtain information from data sources about the implementation of curriculum development management in improving the quality of education (academic and non-academic) at MAM 02 Modern Paciran.

3). Documentation Method The method of documentation is the collection of data obtained through documents, and the data studied can be in various forms, not only official documents, but this is also by looking for data on matters such as notes, books, agendas, and so on.[16] This method the researcher uses to obtain data from MAM 02 Paciran about the history of its founding, number of students, number of teachers, facilities and infrastructure and other documents related to these is writing.

d. Data Validity Test

In order to obtain accurate and valid data, the researcher will test the validity of the data.In this study the validity of the data the researchers used the following steps:

1). Credibility

To obtain credible data results, researchers will test the validity of the data by carrying out activities such as long-term observations in the research location, persistence, triangulation, and member check.

2). Transferability

So that other people can understand the results of the research clearly, the authors will try to compile reports and research results in a clear, detailed, systematic, and reliable manner.

3). Dependability

Reliability tests are carried out by auditing the entire research process, and this can be done by independent auditors such as mentors.

4). Conformability

Certainty test is done by testing the results of research and related to the research process carried out.[17]

e. Data Analysis Method. Before analyzing a data, it would be nice to know in advance about the purpose of data analysis. Data   analysis is the process of sorting data into patterns, categories and units of basic descriptions so that themes can be found and work hypotheses can be formulated as suggested by the data.[18]

In other words, data analysis is the process of systematically finding and compiling data obtained from interviews. In applying descriptive qualitative data analysis techniques using steps developed by Miles and Huberman.as follows:

1).Data reduction is a process of selection, concentration, attention to simplification, abstracting and transformation of raw data or data that arises from written records in the field.

2). Data Displayis the preparation of complex information into a systematic form, so that it becomes more selective and simple, and provides the possibility of drawing conclusions and taking action.Data analysis is carried out continuously in order to draw a conclusion, so that it can describe the situation.

3). Decision Making The most recent stage in the data analysis process is Conclusion Drawingor verification or conclusion of the results obtained.In data analysis researchers try to find patterns, models, themes, relationships, similarities, things that often appear and so on.So from the data of the researcher get from MAM 02 Paciran then the writer tries to draw conclusions, at first the conclusion was blurred but gradually it became clearer because more and more data obtained and supported and complemented each other.

Data analysis in this qualitative research is inductive and sustainable, with the ultimate goal of generating notions, concepts and building a new theory. This is different from the analysis in quantitative research that is deductive, empirical test theory used and done after complete data collection using statistical tools, such as correlation, variance and covariance analysis, factor analysis, linear regression and others.

The conclusions set in qualitative research are temporary, and will change if no evidence is found at the next data collection stage. However, if the conclusions are set at the beginning, supported by valid and consistent evidence when the researcher returns to the field, the conclusions expressed are credible conclusions.[19] In general, the decision-making process for the data obtained - whether the data can be continued into research sources or even reduced to unnecessary data through several stages, namely:

2) Read the data as a whole and make marginal notes about data that are considered important and then encode the data.

3) Find and classify the meaning of statements perceived by respondents by doing horizonaliting that each statement is initially treated to have the same value.Furthermore, statements that are not relevant to the topics and questions or statements that are repetitive or overlapping are omitted, so that only the horizons remain (textual meaning and constituent elements or constituents of phenomena that do not experience irregularities).

III. RESULTS AND DISCUSSION

Results and Discussion of Curriculum Development Management Implementation in Improving Education QualityThe Early Education Curriculum Integration Process Operationally the management of curriculum development can be expressed as a social process with regard to the efforts made in the context of curriculum development to achieve educational goalsby referring to patterns of management functions which include planning, organizing, implementing and controlling processes.[20]

1) Proses Planning forcurriculumdevelopment managementin improving the quality of education in modern cottage Paciran. Management planning curriculum development can terlaksna with baik it depends on the way melakukan management practices be applied.Planning is difficult torun if planning is only determined and decided by a few people.In accordance with the results of observations andinterviews,that the management of curriculum development planning in improving the quality of education at 02 Pondok Modern Paciran Muhammadiyah Islamic Elementary School was prepared by involving the curriculum development management team.According to Hamalik, planning is a long-term proposition that implies the achievement of the goal of developing human resources in achieving the desired results, it will increase coordination, cooperation and work teams.[21] Leadership in volvement absolutely necessary in curriculum planning. The conditions that occur in modern Muhammadiyah 02 Pondok Aliyah Islamic Senior High School Muhammadiyah Paciran in management planning curriculum development in improving the quality of education are involving all components related to curriculum planning.This means that thecurriculumplanningatMuhammadiyahMuhammadiyahPaciranmuhammadiyahaliyah madrasah isinline with the opinion of management experts.

2) Organizing Process Management Planning Curriculum Development Dalam Education Quality Improvement in MAM 02 modern cottage Paciran Head of Modern Paciran formed a curriculum development team which was directly chaired by the Deputy Head of the Madrasah Curriculum Field and and Madrasah Deputy Head of the Curum Field to select its members to assist in the implementation of development management in terms of organizing curriculum development management. The task of the deputy head is to assist the madrasa head in organizing the curriculum. And in the implementation in the field the operation has proceeded In some literature it is stated that the organizing function is the process of determining the work that must be done, grouping tasks, and distributing work to each employee, the establishment of departments (sub systems) and the determination of relationships.[22] Hikmat adds that organizing is the process of connecting people in the organization and uniting tasks and functions in a network system that has relationships between one another.[23] and in every organization there must be at least four components: (a) Employment, (b) Employees, (c).Relationships, and (d) Environment. [24] Based on the opinions of the experts above, the implementation of the function of organizing the management of curriculum development in improving the quality of education in Madrasah aliyahmuhammadiyah 02 has been fully implemented.

3) The implementation process of curriculum development management planning in improving the quality of education in modern cottage MAM 02 Paciran. The role of Head of MAM 02 Modern Cottage helps the curriculum to overcome the problems faced.In addition, the head of the madrasa always gives direction to subordinates about the implementation of curriculum development management in improving the quality of education. In addition to the school, the curriculum also runs the function of implementing curriculum development management in improving the quality of education by conducting four times a year meeting activities, namely every semester and one semester. This means that a mutually supportive relationship exists between the head of the madrasah and the curriculum development management team. However, in the curriculum development management function in its implementation there are obstacles that often experience delays in the distribution of teaching materials so that this can interfere with the curriculum development management process, to overcome these problems the school requires teachers to make teaching material modules before the new school year begins. Didin Kurniawan and Imam Machali Pelaksanan is one of the management functions that function to realize the results of planning and organizing that have been made by utilizing the existing facilities to carry out work together.[25] Based on the opinions of DididnKurniawan and Imam Machali, the function of implementing curriculum development management in improving the quality of education at Muhammadiyah 02 Aliyah Islamic Boarding School in Paciran Modern was already underway.

4) Process Evaluation of management planning curriculum development in improving education quality at MAM 02 Paciran. Evaluation of management of curriculum development in improving the quality of

education at MAM 02 Paciran is carried out by the principal. The first focus of evaluation is the achievement of targets that have been set through joint meetings during planning. Furthermore, the second focus is supervision and evaluation of the implementation of management of curriculum development by the principal. The evaluation schedule is carried out four times in one year at the middle of the semester and semester. Curriculum development management evaluation quotes Nana Sudjana as the process of determining the value of something based on certain criteria, which in the process includes efforts to find and collect data needed as a basis for determining the value of something that is the object of evaluation is a systematic and measurable assessment to determine the level curriculum achievement.[26] Berity opinions of those stores, the implementation of curriculum development management evaluation function in improving the quality of education in MAM 02 Modern Paciran has been running as a controller evaluation is headmaster and school inspector

IV.   CONSLUTION

Management of curriculum development in improving the quality of educationat MAM 02 Pondok Modern Paciranconcluded:

1) Proces management of curriculum development in improving education quality at MAM 02 Modern Paciran

a). The management of curriculum development in improving the quality of education at MAM 02 Paciran was prepared by involving the curriculum development team. The steps taken were to analyze the context and needs and identify national education standards. The head of the madrasa together with the curriculum development team compiles documents to determine the vision, mission, and goals of the madrasa.

b).Management of curriculum development management in improving the quality of education at MAM 02 Modern Paciran is done by the Head of Muhammadiyah 02 Modern Paciran in collaboration with the Deputy Head of the Madrasah Curriculum Field and the Deputy Head of MGMP Field Madrasas. The form of organization carried out is to hold meetings four times a year, namely every semester and semester and schedule training activities on the management of curriculum development by bringing in speakers from outside or taking training out.

c.) The implementation of curriculum development management in improving the quality of education at Muhammadiyah 02 Modern Paciran Aliyah Madrasah is carried out by conducting supervision activities on the implementation of curriculum development management conducted by madrasah heads. In addition, the head of the madrasah authorized the madrasah deputy head and the teacher to hold a meeting with the aim of discussing issues surrounding the management of curriculum development in order to discuss progress or deficiencies.

d.)   Evaluation of curriculum development management in improving the quality of education in Muhammadiyah 02 Modern Paciran was carried out by the Principal.

2) Management Obstacles in Curriculum Development in Improving the Quality of Education in MAM 02 Modern Paciran

       Facilities and infrastructure to support management of curriculum development in improving the quality of education at MAM 02 which needs to be addressed and l the supervision of the teacher's principal against the teacher so that it can interfere with the management process curriculum development in improving education quality at MAM 02Solution to barriers to the implementation of curriculum development management in improving the quality of education at MAM 02 Modern Paciran.

a. Procurement of equipment by enlarging the budget at the time of planning as well as cooperating with private or government agencies to assist in funding.

b.   Monitor regularly.

3). I apply based on these conclusion management in improving the quality of education at MAM 02 Paciran Cottage has run well mod but still has weaknesses in facilities and infrastructure and lack of supervision. Implications in the future management of curriculum development in improving the quality of education at MAM 02 Modern Paciran will not be able to run without the provision of infrastructure and supervision carried out by the principal, so various efforts to procure infrastructure facilities are needed in collaboration with government or private institutions, supervision carried out continuously by the school to improve the quality of education at MAM 02 Modern Paciran.

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